

Supporting every student's right to read



CINCO HERMANITAS-FIVE LITTLE NISTERS, TOGETHER FOREVER, NO MATTER WHEE.

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Summen tenci kudy ta ka famili ta Manaki kan Manaka Mat anda Kanaci kangani kak. Wali da segentanani adi si ginaki La Linema wa a magasi saring Mata adi ka kata sata wasa a saad at tabulatan ka tang kat panimatari kang kang a sang day tabukatan kati kag kat panimatari kang kang a sang day na sata sata sata sata sa Fali Tanaty a wily nakas kang daga adam Kat hanari kan tabu ka Kata adi ka tabutan ja kang daga adam Kat han kati kanati waka adi ka Mata adi ka tabutan ja tabuta da sina kati kanati kati pagan Mata adi ka tabutan ja fata fata kati sa sata sata kati kati paga Mata adi ka tabutan ja fata fata kati sata sata sata kati kati kati sata sata Mata galamat adi fata kati paga kati sata sata sata kati kati kati sata sata

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Committed to equity

All students have the right to read complex texts and engage in rich classroom discussions. Reading should help students both see themselves and experience new worlds—and should help them succeed academically, across subjects and into college. These principles guide our content creation and curation, and our dedication to reaching every student where they are.

In Amplify ELA, all students read the same text. They receive differentiated supports to ensure they can access these texts. In other words, we don't dumb things down; we bring students up. In this brochure, you'll learn more about our commitment to support struggling readers and writers and English Language Learners.



Differentiation

The Amplify ELA curriculum is designed so that, whenever possible, one engaging activity serves the needs of every student, providing appropriate challenge and access for all. The program was built on the principles of Universal Design for Learning and reviewed by CAST, a non-profit education research and development organization. In cases when Amplify's Universal Design cannot meet the needs of all learners, the program provides materials that enable teachers to deliver differentiated instruction to help every student meet grade-level standards.

Six levels to support all students



CORE

Designed for students reading and writing at grade level. **Universal Design for Learning** principles provide the foundation for these activities aimed at supporting students in reading and understanding complex texts.

MODERATE

Designed for students who need clear and strategic supports for vocabulary, language, and syntax in complex texts, including ELLs at the Expanding level. Supports include guiding questions, a list of ideas to consider, sentence starters, and simplified language in Writing Prompts.

SUBSTANTIAL

Designed for students with learning disabilities or who need significant scaffolding to read complex text. Supports include Writing Prompts broken into small segments, graphic organizers, shortened reading passages, guiding questions, simplified Writing Prompts, and/or sentence starters.

LIGHT

Designed for students approaching grade level and often able to work independently with vocabulary, language, and syntax in complex texts, including ELLs at the Bridging level. Supports include sentence starters.

ELL/DEV

Designed for English Language Learners (ELLs) at the Developing level. Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters.

CHALLENGE

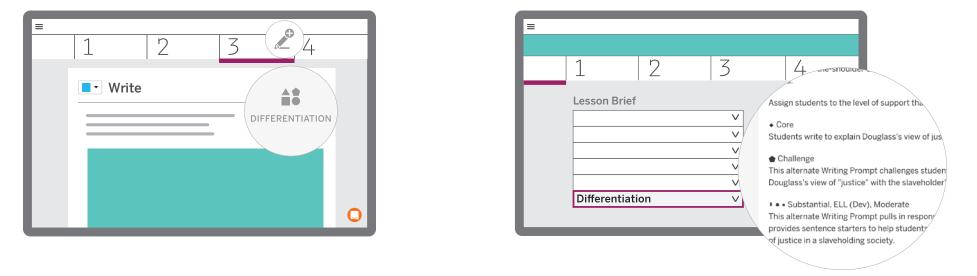
Designed for students who read and understand text at their grade level easily and fluently. The Core Writing Prompts often provide an appropriate challenge for these students. The Challenge prompts may ask students to compare two sections of text, create counterarguments, or find evidence to support both sides of an argument.

Lesson activity

In Amplify ELA lessons, activities with a plus icon contain differentiation levels that provide supports and extension activities to meet the needs of all learners.

Lesson Brief-Differentiation

Directions in the Differentiation section of the Lesson Brief explain the types of supports provided in each level and when they may be helpful for particular students. This Differentiation section also provides suggestions and ideas on how to support ELLs with strategies not included in the differentiated activities.



Student Level Assignments

In the Student Level Assignments screen, teachers easily drag and drop student names into the differentiation level appropriate for their needs. Organize your students below so they will see the differentiated activity you believe is most appropriate for them. This grouping will be saved and applied to all differentiated activities students see going forward in this unit.

Class: Class 1 Levels: SUBSTANTIAL (1) 🚱 🔵 ELL DEV (1) CORE (25) Ø MODERATE (1) 2 LIGHT (2) 0 Ø + CHALLENGE (1) ≡ Drucker, ≡ Jensen, \equiv Jones, \equiv Chang, \equiv Fazzio, $\equiv \begin{array}{c} \text{Conner,} \\ \text{Matthew} \end{array}$ Anya Adam Andrei Salvatore Kristen ≡ Estrelia, Edgardo Dozier, \equiv Savannah \equiv Fuentes, Miriam \equiv Goldstein.

English Language Learner supports

Amplify ELA provides many supports for English Language Learners (ELLs), allowing teachers to adjust instruction so that ELLs can access grade-level content along with their English-proficient classmates. These supports maintain academic rigor and high cognitive demand, while providing scaffolding to support learners at different language levels. They also help to reduce the language demands of learning while maintaining content and learning goals.

Supports include:

- Vocab App
- Visual supports for differentiated prompts
- Definitions of key vocabulary in differentiated activities
- Word banks in many writing activities
- Discussion Sentence Starters, Response Starters for Share activities, and sentence starters for differentiated prompts
- Simplified language in student directions and Writing Prompts
- Chunked directions and prompts
- Reduced amount of text
- Text previews, or short context setting introductions, to foster reading comprehension
- Sentence frames to provide language conventions and support reading comprehension
- Graphic organizers



Reading supports: Materials to help students struggling with context and text complexity

Background docs

Each Amplify ELA unit comes with a background document to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text; key vocabulary; and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions available.



Text previews

Text previews, written at a lower Lexile level than the text, provide students with a preview of what they're going to read and focus their attention on key ideas. English and Spanish versions available.

		8B: Liberty & Equalit Text Previews	-y	
	6B: M Text Pre	lysteries & Investigatio	ons	6. 10
	🔧 Sub-Un	t 2 Fever		
Text P	reviews	a & Diego Collection		ndens ndens dn a un pres.
		English	En español	
	al: nger Hunt: ucing the Collection	In the early 20th century, Detroit was known for its contributions to automobile manufacturing. This article deer/best municit hat Diago Nieva-painted in Detroit to honor the city's industrial history, and the controversy his murals prompted.	A principios del loĝo XX, Dernist era conocida por su participación en la biblicación de autombiles. Este articula describe los muzieses que pitto Diego Rivena en Deteoit para honzar la historia industrial de la ciudad, y la controventía que suscitaron sus muzides.	ke K B Scotthar Ke De una eo emplos eo
	e 2: nger Hunt: ing the Collection	This excerpt comes from a book written by Rida's stepdaughter, who came to live with Rida and Diago altern the wata to tercager. In this passage, the decrobes the couple's forme and recalls what it was like to live with Rida.	Este fragmente está fornado de un libro escrito por la hijados de Frida, quien se far a vivir con Friday Diego cuando era una adolecoreto. En este pasaje, describe la canada la paneja y evocacióno eravivir con Frida.	net en brio de tedidat escribe tedida Secolar
Lesso	e 2 et Research	Frida and Diego's relationship had many ups and doens. In this letter, Frida opens up about the state of their mansage in 1934.	La relación de Rida y Diego tuvo muchos altibajos. En esta carta, Rida se sincera sobre el estado de su matrimonio en 1934.	
interne				
-	Unit 3: Descriptive	Writing and Collection Research		
-		Writing and Collection Research English In this execution from Frida's autobiography, the uses	En españal En este frazmento de la autobioportía de Frida.	\vdash

Multi-language glossaries

Available in 11 languages: English, Arabic, Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.

The English-French Glossary aids students as they read passages with French vocabulary in Unit 6B: Mysteries & Investigations.

nglish-French Gloss	ary	ty 4
a wealth of plenty of	une mine de plein de	té hu
abates lessens	atténue amoindrit	nite
activists those who fight for a cause	<i>militants</i> ceux qui se battent pour une cause	



Differentiated Writing Prompts

Differentiated Writing Prompts support struggling students by providing segmented prompts with simplified language, guiding questions, and sentence starters.

Name: Date:	
6C: The Checolate Collection Sub-Unit 3: Argumentative Writing	
Name: Date:	
6C: The Chocolate Collection Sub-Unit 3: Argumentative Writing and Collection Research Lesson 3 Writing Prompt	
To or the your response, use "Choostate," 1. In the perjudy them in the permit that describe the rich tasks of choostate. 2. Does resulted integres in the pown to show how choostate loads, fields, and tastes. List bes of those images free.	e poem to support have to have it.)
 Does Dove find chocolate investable? Describe here or three datalis from the poem to support your answer (Het: Investable means something you be so much that you have it have it.) Drose on or how the of these safety catalisms to halp you get tathat writing. 	
I think Dow (does/doesn't) find chocolate irresistible because In line Dove writeswhich shows When Dove save its hows safe feelsabout chocolate.	
	tion + Sub-Unit 2 + Lesson 2
6C: The Chaosite California - Solo UKE 2 - Lesson 3	

Try Amplify ELA now! Visit **amplify.com/ela** to learn more.



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